INDEX

VOLUME XVI • 1965

Key to Paging

1 — 48 January
49 — 96 March
97 — 144 May
145 — 196 September
197 — 248 November

TITLE INDEX

Book Reviews: *Research for the Practitioner in Education,* Fred P. Barnes, 137-138; *The Conditions of Learning,* Robert M. Gagné, 138-139 (by Hal Weatherbe); *Data Processing for Educators,* Alvin Grossman and Robert L. Howe, 228 (by Donald P. Glaser)

CACER, Meet Your. Carmen J. Finley, 5; Daniel D. Feder, 5-6; Tom Shellhammer, 57; Alden W. Badal, 148; Donald P. Glaser, 149; David Welty Lefever, 200

Editorials: *The Care and Feeding of Young Researchers,* 4+; *CJER in Retrospect,* 52-53

Research Papers Received at 1965 CERA Conference, 140-144

Ability of the WISC Subtests to Discriminate Between Boys and Girls Classified as Educable Mentally Retarded, The. W. L. Gainer, 85-92.

Achievement and Racial Composition of Schools. Merle H. Elliott and Alden W. Badal, 158-166

Analysis of Curriculum Structure as Supplied by the Academician, An. Lloyd Scott, 167-174

Comparability of Scores on the Wide Range and the Gilmore Oral Reading Tests. Jerry Garlock, Robert S. Dollarhide, and Kenneth D. Hopkins, 54-57

Comparison of Performances of Gifted and Non Gifted Children on Selected Measures of Creativity, A. Elnora Schmadel, Philip R. Merrifield, and Marcella R. Bonsall, 123-128

Critical Listening—Permanency and Transfer of Gains Made During an Experiment in the Fifth- and Sixth-Grades. Sara W. Lundsteen, 210-216

Dimensions of the Educational Environment. John K. Tuel and Rosemary Wursten, 175-188

Effect of Pretest Interaction on a Perceptual Task, The. Marcia McBeath, 203-209

Effect of Tutoring on Performance and Motivation Ratings in Secondary School Students. David L. Weitzman, 108-115

Experimentally Induced Anxiety and Inhibition of College Students' Test Performances. Robert R. Odom and Arthur A. Attwell, 151-157

Factors Associated with Student Adjustment in Cross-Cultural Contact. Kalil I. Gezi, 129-136

Fourth "R", The. Robert W. Allen, 75-79

Factorial Composition of the Iowa Tests of Educational Development, The. Julius M. Sassenrath, 80-84

Guidance — Too Little, Too Late? Robert H. Bradfield, 42-45

High School Students and Their Values. O. E. Thompson, 217-227

Influence of Intra-Personal Variables on Academic Achievement, The. John K. Tuel and Rosemary Wursten, 58-64

INDEX

VOLUME XVI • 1965

Key to Paging

1 — 48 January
49 — 96 March
97 — 144 May
145 — 196 September
197 — 248 November

TITLE INDEX

Book Reviews: *Research for the Practitioner in Education,* Fred P. Barnes, 137-138; *The Conditions of Learning,* Robert M. Gagné, 138-139 (by Hal Weatherbe); *Data Processing for Educators,* Alvin Grossman and Robert L. Howe, 228 (by Donald P. Glaser)

CACER, Meet Your. Carmen J. Finley, 5; Daniel D. Feder, 5-6; Tom Shellhammer, 57; Alden W. Badal, 148; Donald P. Glaser, 149; David Welty Lefever, 200

Editorials: *The Care and Feeding of Young Researchers,* 4+; *CJER in Retrospect,* 52-53

Research Papers Received at 1965 CERA Conference, 140-144

Ability of the WISC Subtests to Discriminate Between Boys and Girls Classified as Educable Mentally Retarded, The. W. L. Gainer, 85-92.

Achievement and Racial Composition of Schools. Merle H. Elliott and Alden W. Badal, 158-166

Analysis of Curriculum Structure as Supplied by the Academician, An. Lloyd Scott, 167-174

Comparability of Scores on the Wide Range and the Gilmore Oral Reading Tests. Jerry Garlock, Robert S. Dollarhide, and Kenneth D. Hopkins, 54-57

Comparison of Performances of Gifted and Non Gifted Children on Selected Measures of Creativity, A. Elnora Schmadel, Philip R. Merrifield, and Marcella R. Bonsall, 123-128

Critical Listening—Permanency and Transfer of Gains Made During an Experiment in the Fifth- and Sixth-Grades. Sara W. Lundsteen, 210-216

Dimensions of the Educational Environment. John K. Tuel and Rosemary Wursten, 175-188

Effect of Pretest Interaction on a Perceptual Task, The. Marcia McBeath, 203-209

Effect of Tutoring on Performance and Motivation Ratings in Secondary School Students. David L. Weitzman, 108-115

Experimentally Induced Anxiety and Inhibition of College Students' Test Performances. Robert R. Odom and Arthur A. Attwell, 151-157

Factors Associated with Student Adjustment in Cross-Cultural Contact. Kalil I. Gezi, 129-136

Fourth "R", The. Robert W. Allen, 75-79

Factorial Composition of the Iowa Tests of Educational Development, The. Julius M. Sassenrath, 80-84

Guidance — Too Little, Too Late? Robert H. Bradfield, 42-45

High School Students and Their Values. O. E. Thompson, 217-227

Influence of Intra-Personal Variables on Academic Achievement, The. John K. Tuel and Rosemary Wursten, 58-64

Inquiry — Into the Influence of the Assigned Topic on Written Language. Lois N. Nelson, 100-107
Interpersonal Relationships, A Factor in Academic Success. William R. MacKay, 189-196
Investigation of the Effect of Instruction in General Semantics on Critical Reading Ability, An. Howard Livingston, 93-96
Investigation of Overt Versus Covert Responding in Programmed Instruction, An. John K. Tuel and Newton S. Metfessel, 29-33
Investigation of Theoretical and Empirical Chance Scores on Selected Standardized Group Tests, An. Robert J. Swan and Kenneth D. Hopkins, 34-41
Predicting Student Teachers' Instructional Behavior from a Structured and an Unstructured Test of Professional Knowledge. W. James Popham, 7-13
Rating the "Vocational Potential" of Seriously Mentally Handicapped Young Adults. Elias Katz, 116-122
School-University Cooperation: Implications for Educational Research. Ernest L. Boyer, 23-28
Spelling Performances of Good Readers. Gus P. Plessas and Peggy A. Dison, 14-22
Teachers' Bargaining — Ready or Not? Joseph Caliguri, 46-48
Teaching Social Studies with Map-Overlays. Val Arnsdorf, 65-74

AUTHOR INDEX

Allen, Robert W.—*The Fourth "R,"* 75-79
Arnsdorf, Val—*Teaching Social Studies with Map-Overlays,* 65-74
Attwell, Arthur A. and Odom, Robert R.—*Experimentally Induced Anxiety and Inhibition of College Students' Test Performances,* 151-157
Badal, Alden W. and Elliott, Merle H.—*Achievement and Racial Composition of Schools,* 158-166
Bonsall, Marcella R., Merrifield, Philip R. and Schmadel, Elnora—*A Comparison of Performances of Gifted and Non Gifted Children on Selected Measures of Creativity,* 123-128
Boyer, Ernest L.—*School-University Cooperation: Implications for Educational Research,* 23-28
Bradfield, Robert H.—*Guidance—Too Little, Too Late?,* 42-45
Caliguri, Joseph—*Teachers' Bargaining—Ready or Not?,* 46-48
Dison, Peggy A. and Plessas, Gus P.—*Spelling Performances of Good Readers,* 14-22
Dollarhide, Robert S., Garlock, Jerry and Hopkins, Kenneth D.—*Comparability of Scores on the Wide Range and the Gilmore Oral Reading Tests,* 54-57
Elliott, Merle H. and Badal, Alden W.—*Achievement and Racial Composition of Schools,* 158-166
Gainer, W. L.—*The Ability of the WISC Subtests to Discriminate Between Boys and Girls Classified as Educable Mentally Retarded,* 85-92
Garlock, Jerry, Dollarhide, Robert S. and Hopkins, Kenneth D.—*Comparability of Scores on the Wide Range and the Gilmore Oral Reading Tests,* 54-57
Gezi, Kalil I.—*Factors Associated with Student Adjustment in Cross-Cultural Contact,* 129-136
Hopkins, Kenneth D., Dollarhide, Robert S., and Garlock, Jerry—*Comparability of Scores on the Wide Range and the Gilmore Oral Reading Tests,* 54-57

Hopkins, Kenneth D. and Swan, Robert J.—*An Investigation of Theoretical and Empirical Chance Scores on Selected Standardized Group Tests,* 34-41
Katz, Elias—*Rating the "Vocational Potential" of Seriously Mentally Handicapped Young Adults,* 116-122
Livingston, Howard—*An Investigation of the Effect of Instruction in General Semantics on Critical Reading Ability,* 93-96
Lundsteen, Sara W.—*Critical Listening—Permanency and Transfer of Gains Made During an Experiment in the Fifth- and Sixth-Grades,* 210-216
MacKay, William R.—*Interpersonal Relationships, A Factor in Academic Success,* 189-196
McBeath, Marcia—*The Effect of Pretest Interaction on a Perceptual Task,* 203-209
Merrifield, Philip R., Schmadel, Elnora and Bonsall, Marcella R.—*A Comparison of Performances of Gifted and Non Gifted Children on Selected Measures of Creativity,* 123-128
Metfessel, Newton S. and Tuel, John K.—*An Investigation of Overt Versus Covert Responding in Programmed Instruction,* 29-33
Nelson, Lois N.—*Inquiry—Into the Influence of the Assigned Topic on Written Language,* 100-107
Odom, Robert R. and Attwell, Arthur A.—*Experimentally Induced Anxiety and Inhibition of College Students' Test Performances,* 151-157
Plessas, Gus P. and Dison, Peggy A.—*Spelling Performances of Good Readers,* 14-22
Popham, W. James—*Predicting Student Teachers' Instructional Behavior from a Structured and an Unstructured Test of Professional Knowledge,* 7-13
Sassenrath, Julius M.—*The Factorial Composition of the Iowa Tests of Educational Development,* 80-84
Schmadel, Elnora, Merrifield, Philip R. and Bonsall, Marcella R.—*A Comparison of Performances of Gifted and Non Gifted Children on Selected Measures of Creativity,* 123-128
Scott, Lloyd—*An Analysis of Curriculum Structure as Supplied by the Academician,* 167-174
Swan, Robert J. and Hopkins, Kenneth D.—*An Investigation of Theoretical and Empirical Chance Scores on Selected Standardized Group Tests,* 34-41
Thompson, O. E.—*High School Students and Their Values,* 217-227
Tuel, John K. and Metfessel, Newton S.—*An Investigation of Overt Versus Covert Responding in Programmed Instruction,* 29-33
Tuel, John K. and Wursten, Rosemary—*Dimensions of the Educational Environment,* 175
Tuel, John K. and Wursten, Rosemary—*The Influence of Intra-Personal Variables on Academic Achievement,* 58-64
Weitzman, David L.—*Effect of Tutoring on Performance and Motivation Ratings in Secondary School Students,* 108-115
Wursten, Rosemary and Tuel, John K.—*Dimensions of the Educational Environment,* 175-188
Wursten, Rosemary and Tuel, John K.—*The Influence of Intra-Personal Variables on Academic Achievement,* 58-64

16390